

## TARGET GOALS

- Establish Routines
- Beginning of Year Assessment. What strengths and weakness do our students have?
- Introduce Online Computer Programs: Reflex and I Ready
- How can you use place value, multiplication, and expressions to represent and solve problems?

# Fifth Grade Go Math Planning Calendar

## September 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7 <b>First Day</b>	8	9
				<b>Rules and Routines</b>	<b>Rules and Routines</b>	
10	11	12	13 <b>Parent Teacher Conferences</b>	14	15	16
	<b>Beginning of the Year Go Math Assessment</b>	<b>Beginning of the Year Go Math Assessment</b>	Chapter 1 Show What You Know Prerequisite Skills Activity	L2 Place Value of Whole Numbers Math Steps Pages 3 and 4 My Math Unit 1 Lesson 1 Pages 11-16 Lesson 2 Pages 17-22	L1 Place Value and Patterns	
17	18	19	20	21 <b>School Closed</b>	22 <b>School Closed</b>	23
	L6 Multiply by 1-Digit Numbers My Math Unit 2 Lesson 9 Pages 131-136 Page 143 (Fluency)	L7 Multiply by 2-Digit Numbers Math Steps: Page 35 My Math Unit 2 Lesson 10 pages 137-142 Page 144 (Fluency)	L8 Relate Multiplication to Division	Rosh Hashanah	Rosh Hashanah	
24	25	26	27	28	29 <b>BOY DUE!</b>	30
	L9 <b>Multiplication to Division</b>	L4 Powers of 10 Exponents Math Steps: Page 10 My Math: Unit 2 Chapter 2 Lesson 4 Pages 99-104	L5 Multiplication Patterns Math Steps: Page 10 My Math: Unit 2 Chapter 2 Lesson 4 Pages 99-104	L3 Properties Math Steps: Page 18 My Math: Unit 2 Lesson 7 Pages 119-124	L10 Numerical Expressions Math Steps Pages 15, 27 My Math Unit 7 Lesson 3 Pages 493-498	

### Due Dates

Go Math Beginning of Year Completed and Scanned by September 29, 2017

### Notes and Accommodations

My Math and Math Steps lessons have been aligned to many Go Math lessons. There have been some changes to the sequence of lessons in Chapter 1.

## Common Core Learning Standards

## UNIT 1

4 Understand the place value system:

•CC.5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

CC.5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number of powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

Perform operations with multi-digit whole numbers and with decimals to hundredths:

•CC.5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm

•CC.5.NBT.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Write and interpret numerical expressions:

•CC.5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

CC.5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

## TARGET GOALS

- Utilize Online Computer Programs: Reflex and I Ready
- How can you use place value, multiplication, and expressions to represent and solve problems?
- How can you add and subtract decimals?

# Fifth Grade Go Math Planning Calendar

## October 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
	III Evaluate Numerical Expressions Math Steps Pages 51 and 52 My Math Unit 7 Lesson 2 Pages 487-492	II2 Grouping Symbols Math Steps Pages 51 and 52 My Math Unit 7 Lesson 2 Pages 487-492	Chapter 1 Review	Chapter 1 Assessment	Chapter 1 Post Assessment Review	
8	9 <b>School Closed</b>	10	11	12	13 <b>Chapter 1 Due!</b>	14
	Columbus Day	Catch Up Day	Chapter 3 Show What You Know Prerequisite Skills Activities	3.2 Place Value of Decimals Math Steps pages 145 and 146	3.3 Compare and Order Decimals	
15	16	17	18	19	20	21
	3.4 Round Decimals Math Steps pages 149 and 150 My Math Unit 5 Lesson 1 Pages 303-308	3.7 Estimate Decimals Sums and Differences Math Steps page 150 My Math Unit 5 Lesson 2 pages 309-314	3.8 Add Decimals Math Steps pages 151 and 152 My Math Unit 5 Lesson 6 pages 335-340	3.9 Subtract Decimals Math Steps pages 151 and 152 My Math Unit 5 Lesson 10 pages 361- 366	3.11 Add and Subtract Money	
22	23	24	25	26	27	28
	3.12 Choose a Method Math Steps pages 153 and 154	3.10 Patterns and Decimals	Chapter 3 Review	Chapter 3 Assessment	Chapter 3 Post Assessment Review	
29	30	31 <b>IReady Due!</b>				
	Catch Up Day	Chapter 4 Show What You Know Prerequisite Skills Activities				

### Due Dates

Go Math Chapter 1 Completed and Scanned by OCTOBER 13, 2017  
Beginning of the Year I REady Diagnostic Test Completed by October 31, 2017

### Notes and Accommodations

Chapter 3 will be covered after Chapter 1. Chapter 2 will be taught after Chapter 4. There are also changes to the sequence of the lessons in these chapters and some lessons have been omitted.

### Common Core Learning Standards

### UNIT 1

4 Understand the place value system:

•CC.5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

CC.5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number of powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

Perform operations with multi-digit whole numbers and with decimals to hundredths:

•CC.5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm

•CC.5.NBT.6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Write and interpret numerical expressions:

•CC.5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

CC.5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

### Common Core Learning Standards

### UNIT 3

CC.5.NBT.1: Understand the place value system.

Recognize that a multi-digit number, a digit in one place represents ten times as much as it represents its place value to its right and 1/10 of what it represents to its left.

CC.5.NBT.3a: Understand the place value system.

Read, write, and compare decimals to thousandths using base 10 numerals, number names, and expanded form.

CC.5.NBT.3b: Understand the place value system.

Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, < symbols to record the results of comparisons.

CC.5.NBT.4: Understand the place value system.

Use place value understanding to round decimals to any place.

CC.5.NBT.7: Perform operations with multi-digit whole numbers and with decimals to hundredths.

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

## TARGET GOALS

- Foster student independence with Online Computer Programs: Reflex and I Ready
- How can you solve decimal multiplication problems?
- How can you divide whole numbers?

# Fifth Grade Go Math Planning Calendar

## November 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Chapter 3 Due!	4
			4.1 Multiplication Patterns with Decimals Math Steps pages 159 My Math Unit 6 lesson 6 pages 441-446	4.1 Multiplication Patterns with Decimals Math Steps pages 159 My Math Unit 6 lesson 6 pages 441-446	4.3 Multiplication with Decimals and Whole Numbers Math Steps pages 155 and 156 My Math Unit 6 Lesson 3 pages 391-396	
5	6	7 NO STUDENTS	8	9	10	11
	4.4 Multiply Using Expanded Form	Election Day Conference Day	4.7 Multiply Decimals Math Steps pages 157 and 158 My Math Unit 6 Lesson 5 pages 403-408	4.5 Problem Solving Multiply Money	4.8 Zeros in the Product	
12	13	14	15	16 Parent Teacher Conferences: Half Day	17	18
	Chapter 4 Review	Chapter 4 Test	Chapter 4 Post Assessment Review	Catch Up Day	Catch Up Day	
19	20	21	22 Chapter 4 Due!	23 School Closed	24 School Closed	25
	Chapter 2 Show What You Know Prerequisite Skill Activities	2.1 Place the First Digit My Math Unit 3 Lesson 9 pages 209-21	2.1 Place the First Digit My Math Unit 3 Lesson 9 pages 209-21	Thanksgiving Recess	Thanksgiving Recess	
26	27	28	29	30		
	2.2 Divide by 1-Digit Divisors Math Steps pages 53 and 54 My Math Unit 3 Lesson 3 pages 169-174	2.5 Estimate with 2-Digit Divisors Math Steps pages 77 and 78 My Math Unit 4 Lesson 1 Pages 251-256	2.6 Divide by 2-Digit Numbers Math Steps pages 71 and 72, 74-76 My Math Unit 4 Lesson 3 Pages 263-268	2.7 Interpret the Remainder My Math Unit 3 Lesson 12 pages 227-232		

### Due Dates

Go Math Chapter 3 Completed and Scanned by November 3, 2017  
Go Math Chapter 4 Completed and Scanned by November 22, 2017

### Notes and Accommodations

Chapter 2 will be taught after Chapter 4. There are also changes to the sequence of the lessons in these chapters and some lessons have been omitted.

### Common Core Learning Standards

### UNIT 4

CC.5.NBT.2: Understand the Place Value System.

Explain patterns in the number of zeros of the product when multiplying a number of powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

CC.5.NBT.7: Perform Operations with Multi-Digit Whole Numbers and with Decimals to Hundredths.

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between additions and subtraction; relate the strategy to a written method and explain the reasoning used.

### Common Core Learning Standards

### UNIT 2

CC.5.NBT.6: Perform operations with multi-digit whole numbers and with decimals to hundredths.

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

CC.5.NF.3: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

**TARGET GOALS**

- Monitor student independence with Online Computer Programs: Reflex and I Ready
- How can you divide whole numbers?
- How can you solve decimal division problems?

# Fifth Grade Go Math Planning Calendar

## December 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 2.7 Interpret the Remainder My Math Unit 3 Lesson 12 pages 227-232	2
3	4 2.8 Adjust the Quotient Math Steps pages 73 and 74 My Math Unit 4 Lesson 4 pages 271-276	5 2.9 Problem Solving Division	6 Math Steps Zero in the Quotient pages 57 and 58	7 Catch Up Day	8 Catch Up Day	9
10	11 Chapter 5 Show What You Know Prerequisite Exam	12 5.1 Division Pattern with Decimals Math Steps Page 160 My Math Unit 6 Lesson 14 pages 461-466	13 5.1 Division Pattern with Decimals Math Steps Page 160 My Math Unit 6 Lesson 14 pages 461-466	14 5.4 Division of Decimals by Whole Numbers Math Steps Pages 161 and 162	15 5.6 Divide Decimals Math Steps pages 165 and 166 My Math Unit 6 Lesson 13 pages 455-460	16
17	18 5.6 Divide Decimals Math Steps pages 165 and 166 My Math Unit 6 Lesson 13 pages 455-460	19 5.7 Write Zeros in the Dividend Math Steps pages 163-164	20 Math Steps Divide Money Pages 55 and 56	21 5.8 Problem Solving Decimal Operations	22 5.8 Problem Solving Decimal Operations	23
24	25 <b>NO SCHOOL</b>	26 <b>NO SCHOOL</b>	27 <b>NO SCHOOL</b>	28 <b>NO SCHOOL</b>	29 <b>NO SCHOOL</b>	30
	Winter Recess	Winter Recess	Winter Recess	Winter Recess	Winter Recess	
31						
Due Dates			Notes and Accommodations			

**Common Core Learning Standards****UNIT 2**

CC.5.NBT.6: Perform operations with multi-digit whole numbers and with decimals to hundredths.

Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

CC.5.NF.3: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

**Common Core Learning Standards****UNIT 5**

CC.5.NBT.2 Understand the place value system

Explain Patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

CC.5.NBT.7 Perform operations with multi-digit whole numbers and with decimals to hundredths.

Add, subtract, multiply and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

## TARGET GOALS

- Monitor student independence with Online Computer Programs: Reflex and I Ready
- How can you solve decimal division problems?
- Middle of the Year Assessment. How are students progressing toward mastery of Fifth Grade Standards?

# Fifth Grade Go Math Planning Calendar

## January 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<b>I NO SCHOOL</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Winter Recess</b>	Review for Chapter 2 and Chapter 5 Test	Chapter 2 and 5 Test	Chapter 2 and 5 Post Assessment Review	Catch Up Day	
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b> Chapter 2 and 5 Due!	<b>12</b>	<b>13</b>
	Middle of the Year Go Math! Assessment	Middle of the Year Go Math! Assessment	Chapter 6 Show What You Know Prerequisite Skills Activities	Factors Math Steps Pages 69 and 70 My Math Unit 8 Lesson 2 pages 557-562	Least Common Multiple Math Steps My Math Unit 8 Lesson 5 Pages 577-582	
<b>14</b>	<b>15 NO SCHOOL</b>	<b>16 MOY DUE!</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
	MLK Jr. Day	Math Steps Simplest Form Pages 89 and 90 My Math Unit 8 Lesson 3 Pages 563-568	6.4 Common Denominators and Equivalent Fractions Math Steps Equivalent Fractions Pages 85 and 86	Math Steps Fractions and Mixed Numbers Pages 87 and 89	6.3 Estimate Fractions Sums and Differences My Math Unit 9 Lesson 1 Pages 613-618	
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>
	Math Steps Adding with Like Denominators Pages 91 and 92 My Math Unit 9 Lesson 2 pages 619-624	Math Steps Subtracting with Like Denominators Pages 93 and 94 My Math Unit Lesson 3 Pages 625-630	6.5 Adding and Subtracting Fractions with Unlike Denominators Math Steps 99-100, 103-104 My Math Unit 9 Lesson 5 Pages 643 and 644 Unit 9 Lesson 7 Pages	6.6 Adding and Subtracting Mixed Numbers (Unlike Denominators) Math Steps Pages 101 and 102 My Math Unit 9 Lessons 11 and 12 Pages 677-688	Math Steps Subtracting from Whole Numbers Pages 105 and 106	
<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b> MOY IReady Due!			
	6.7 Subtracting with Renaming Math Steps Pages 107 and 108 My Math Unit 9 Lesson 13 Pages 689 and 694	6.6 Adding and Subtracting Mixed Numbers (Unlike Denominators) Subtracting Mixed Numbers and Unlike Denominators Pages 109 and 110	6.8 Patterns with Fractions			

### Due Dates

Go Math Chapter 2&5 Completed and Scanned by January 11, 2018  
Go Math Middle of Year Completed and Scanned by January 16, 2018  
Middle of the Year I Ready Diagnostic Test Completed by January 31, 2018

### Notes and Accommodations

Lesson 6.3 Estimate Fractions with Sums and Differences. Additional lessons Engage New York Using Benchmark Numbers to Assess Reasonableness of Addition and Subtraction Equations (Lesson 13 -Grade 5)  
Engage NY Estimate Sums and Differences Using Benchmark Numbers (Lesson 29 - Grade 4)

## Common Core Learning Standards

## UNIT 6

CC.5.NF.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.  
CC.5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

**TARGET GOALS**

- Monitor student progress with Online Computer Programs: Reflex and I Ready
- How can you add and subtract fractions with unlike denominators?
- How do you multiply fractions?

# Fifth Grade Go Math Planning Calendar

## February 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
				6.9 Practice Addition and Subtraction	6.10 Use Properties of Addition	
4	5	6	7	8	9	10
	Chapter 6 Review	Chapter 6 Test	Chapter 6 Post Assessment Review	Catch Up Day	Catch Up Day	
11	12	13	14 Chapter 6 Due!	15	16 <b>NO SCHOOL</b>	17
	100 <sup>th</sup> Day of School	Chapter 7 Show What You Know Prerequisite Skills Activities	7.1 Find Part of a Group My Math Unit 10 Lesson 1 Pages 707-712	7.3 Fractions and Whole Numbers Math Steps Pages 117 and 118 My Math Unit 10 Lesson 4 Pages 725-730	Mid Winter Recess	
18	19 <b>NO SCHOOL</b>	20 <b>NO SCHOOL</b>	21 <b>NO SCHOOL</b>	22 <b>NO SCHOOL</b>	23 <b>NO SCHOOL</b>	24
	Mid Winter Recess	Mid Winter Recess	Mid Winter Recess	Mid Winter Recess	Mid Winter Recess	
25	26	27	28			
	7.5 Compare Fraction Factors and Products	7.6 Fraction Multiplication Math Steps Pages 119 and 120; 121 and 122	7.9 Multiply Mixed Numbers Math Steps Pages 123 and 124			

**Due Dates**

Go Math Chapter 6 Completed and Scanned by February 14, 2018

**Notes and Accommodations****Common Core Learning Standards****UNIT 7**

CC.5.NF.4:

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction

a. Interpret the product  $(a/b) \times q$  as parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ .

b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas

CC.5.NF.5:

Interpret multiplication as scaling (resizing), by:

a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence

 $a/b = (n \times a) / (n \times b)$  to the effect of multiplying  $a/b$  by 1.

CC.5.NF.6:

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

## TARGET GOALS

- Monitor student progress with Online Computer Programs: Reflex and I Ready
- How do you multiply fractions?
- What strategies can you use to solve division problems involving fractions?
- How do unit cubes help you build solid figures and understand the volume of a rectangular prism?

# Fifth Grade Go Math Planning Calendar

## March 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
				7.10 Problem Solving Find Unknown Lengths	Chapter 7 Review	
4	5	6	7	8	9	10
	Chapter 7 Review	Chapter 7 Test	Chapter 7 Post Assessment Review	Chapter 8 Show What You Know Prerequisite Skills Activities	8.3 Connect Fractions to Division	
11	12	13	14 Chapter 7 Due!	15 Parent Teacher Conferences Half Day	16	17
	Math Steps Dividing by a Fraction Pages 133 and 134	8.4 Fraction and Whole-Number Division Math Steps Pages 135 and 135	8.2 Problem Solving Use Multiplication	Game Day	8.5 Interpret Division with Fractions	
18	19	20	21	22	23	24
	Chapter 8 Review	Chapter 8 Test	Chapter 8 Post Assessment Review	Chapter 11 Show What You Know Prerequisite Skills Activities	11.10 Applying Volume Formulas Math Steps pages 223 and 224	
25	26	27	28 Chapter 8 Due!	29	30 NO SCHOOL	31
	11.9 Volume of Rectangular Prisms Volume of Prisms Unit 12 My Math Volume Prisms Unit 12 Lesson 4 Pages 455-460	11.12 Find Volume of Composed Figures My Math Volume of Composite Figures Pages 467-472	11.11 Compare Volumes	Chapter 10 Show What You Know Prerequisite Exam	Spring Recess	

### Due Dates

Go Math Chapter 7 Completed and Scanned by March 14, 2018  
Go Math Chapter 8 Completed and Scanned by March 28, 2018

### Notes and Accommodations

Be advised Chapter 11 will be taught after Chapter 8. Then Chapters 10 and 9. Only selected lessons in Chapters 9-11 will be taught before the NYS Math exam. These chapters will be revisited after the NYS exam.

### Common Core Learning Standards

### UNIT 7

CC.5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.  
a. Interpret the product  $(a/b) \times q$  as parts of a partition of  $a$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ .  
b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.  
CC.5.NF.5: Interpret multiplication as scaling (resizing), by:  
a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.  
b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a) / (n \times b)$  to the effect of multiplying  $a/b$  by 1.  
CC.5.NF.6: Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

### Common Core Learning Standards

### UNIT 8

CC.5.NF.3: Interpret a fraction as division of the numerator by the denominator. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, by using visual fraction models or equations to represent the problem.  
CC.5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.  
a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.  
b. Interpret division of a whole number by a unit fraction, and compute such quotients.  
c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, by using visual fraction models and equations to represent the problem.



## TARGET GOALS

- Monitor student progress with Online Computer Programs: Reflex and I Ready
- What strategies can you use to compare and convert measurements?
- How can you use line plots, coordinate grids, and patterns to help you graph and interpret data?

# Fifth Grade Go Math Planning Calendar April 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 <b>NO SCHOOL</b>	3 <b>NO SCHOOL</b>	4 <b>NO SCHOOL</b>	5 <b>NO SCHOOL</b>	6 <b>NO SCHOOL</b>	7
	Spring Recess	Spring Recess	Spring Recess	Spring Recess	Spring Recess	
8	9	10	11 <b>NYS ELA TEST</b>	12 <b>NYS ELA TEST</b>	13 <b>NYS ELA TEST</b>	14
	10.1 Customary Lengths Math Steps pages 185-186 My Math Unit II Lesson	10.2 Customary Capacity Math Steps Pages 189 and 190 My Math Unit II Lesson 7 Pages 839-844	10.3 Weight My Math Unit II Lesson 5 Pages 825-830	10.7 Elapsed Time	10.5 Metric Measures	
15	16	17	18	19	20	21
	Chapter 9 Show What You Know Prerequisite Skills Activities Page 3676 (T.E.) 9.1 Line Plots Math Steps Pages 265-266 My Math Unit II Lesson 8 Pages 845-850	9.5 Numeric Patterns My Math Unit 7 Chapter 6 Pages 513-518	9.6 Find a Rule	9.2 Ordered Pairs My Math Unit 7 Chapter 8 and 9 Pages 525-536	9.4 Line Graphs My Math Unit 7 Lessons 8 and 9 Pages 525-536	
22	23	24	25	26	27	28
	9.7 Graph and Analyze Relationships My Math Unit 7 Lessons 8 and 9 Pages 525-536	Review for Chapter 9	Chapter 9 Test	Chapter 9 Post Assessment Review	Review for NYS Math Test	
29	30					
	Review for NYS Math Test					

### Due Dates

### Notes and Accommodations

Be advised Chapter 11 will be taught after Chapter 8. Then Chapters 10 and 9. Only selected lessons in Chapters 9-11 will be taught before the NYS Math exam. These chapters will be revisited after the NYS exam.

## Common Core Learning Standards

## Unit 10

**CC.5 MD.1** Convert like measurement units within a given measurement system. Convert among different-sized standard measurement units within a given measurement system

## Common Core Learning Standards

## Unit 9

CC.5.MD.2: Represent and Interpret Data

Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots.

CC.5.G.1: Graph points on the coordinate plane to solve real-world and mathematical problems:

Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the number of the axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

CC.5.G.2: Graph points on the coordinate plane to solve real-world and mathematical problems:

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

CC.5.OA.3: Analyze patterns and relationships:

Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.



## TARGET GOALS

- Monitor student progress with Online Computer Programs: Reflex and I Ready
- What strategies can you use to compare and convert measurements?
- How do unit cubes help you build solid figures and understand the volume of a rectangular prism?

# Fifth Grade Go Math Planning Calendar May 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 Chapter 9 Due!	3	4	5
		NYS Math Exam	NYS Math Exam	NYS Math Exam	10.4 Problem Solving: Multi-step Measurement Problems	
6	7	8	9	10	11	12
	10.6 Problem Solving Customary and Metric Conversion	Chapter 10 Review	Chapter 10 Test	Chapter 10 Post Assessment Review	Catch Up Day	
13	14	15	16	17 Chapter 10 Due!	18	19
	11.1 Polygons My Math Chapter 12 Lesson 1 Pages 903-908	11.2 Triangles My Math Chapter 12 Lessons 2 and 3 Pages 909-920	11.3 Quadrilaterals My Math Chapter 12 Lessons 4 and 5 Pages 923-934	11.4 Problem Solving Properties of Two Dimensional Figures	11.5 Three-Dimensional Figures My Math Chapter 12 Lesson 7 Pages 941-946	
20	21	22	23 Parent Teacher Conferences	24	25	26
	Chapter 11 Review	Chapter 11 Test	Chapter 11 Post Assessment Review	End of Year Review	End of Year Review	
27	28 NO SCHOOL	29	30 Chapter 11 Due!	31		
	Memorial Day	End of Year Test	End of Year Test	Getting Ready For Grade 6 Lesson 1 Compare Fractions and Decimals Page 245		

### Due Dates

Go Math Chapter 9 Completed and Scanned by May 2, 2018  
Go Math Chapter 10 Completed and Scanned by May 17, 2018  
Go Math Chapter 11 Completed and Scanned by May 30, 2018

### Notes and Accommodations

## Common Core Learning Standards

## Unit 10

**CC.5.MD.1** Convert like measurement units within a given measurement system. Convert among different-sized standard measurement units within a given measurement system

## Common Core Learning Standards

## Unit 11

CC.5.MD.3: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

a. A cube with side length 1 unit, called "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units.

CC.5.MD.4: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Measure volumes by counting unit cubes, using cube cm, cubic in, cubic ft, and improvised units.

CC.5.MD.5: Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying with edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

b. Apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

c. Recognize volume as additive. Find volumes of solid figures of two non-overlapping right rectangular prisms by adding the volumes on the non-overlapping parts, applying this technique to solve real world problems.

CC.5.G.3: Classify two-dimensional figures into categories based on their properties. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

CC.5.G.4: Classify two-dimensional figures into categories based on their properties. Classify two-dimensional figures in a hierarchy based on properties.

**TARGET GOALS**

- Reflect on student mastery. Review necessary standards and topics to prepare for Sixth Grade

# Fifth Grade Go Math Planning Calendar

## June 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
					Getting Ready For Grade 6 Lesson 2 Order Fractions and Decimals Page 247	
3	4	5	6 EOY DUE!	7 NO STUDENTS	8	9
	Getting Ready For Grade 6 Lesson 3 Factor Trees Pages 249 and 250	Getting Ready For Grade 6 Lesson 4 Model Percent Pages 251 and 252	Getting Ready For Grade 6 Lesson 5 Relate Decimals and Percents	Chancellor's Conference Day	Getting Ready For Grade 6 Lesson 7 Divide Fractions by a Whole Number	
10	11 NO STUDENTS	12	13	14	15 NO SCHOOL	16
	Clerical Day	Getting Ready For Grade 6 Lesson 8 Ratios	Getting Ready For Grade 6 Lesson 9 Equivalent Ratios	Getting Ready For Grade 6 Lesson 10 Rates	Eid al-Fitr	
17	18	19 EOY IREADY DUE!	20	21	22	23
	Getting Ready For Grade 6 Lesson 11 Distance, Rate, and Time	Getting Ready For Grade 6 Lesson 12 Understand Integers	Game Day	Game Day	Game Day	
24	25	26	27	28	29	30
		LAST DAY OF SCHOOL				

**Due Dates**

End of Year Completed and Scanned by June 6, 2018  
End of the Year I Ready Diagnostic Test Completed by June 19, 2018

**Notes and Accommodations**

All Getting Ready for Grade 6, can be found in the back of the Standards book.

**Common Core Learning Standards****Unit 12**

4.MD.1 Understand decimal notation for fractions, and compare decimal fractions.

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table

4.MD.2 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.MD.4 Represent and interpret data.

Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.